



# Thompson Ranch Elementary

Tom Horne, Superintendent of Public Instruction

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

11800 West Thompson Ranch Road, El Mirage, AZ 85335

Dysart Unified District

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2005-06 Underperforming  
2004-05 Performing  
2003-04 N/A

(a) For additional information,  
please refer to Achievement  
Profiles Page near end of document.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06 Not Met  
2004-05 Met  
2003-04 N/A

#### School Improvement Status (b)

2005-06 Warning Year  
2004-05 N/A  
2003-04 N/A

(b) For additional information,  
please refer to the AYP page in this  
report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### School Overview

Principal/Administrator : Mr. Ruben Ruiz  
Schedule : 08:00 AM to 04:45 PM  
Grades : K-8  
Web Address : dysart.org  
Phone Number : (623) 523-8400  
Fax Number : (623) 523-8411  
E-mail : ruben.ruiz@dysart.org

### Mission

Thompson Ranch provides a strong social and academic learning environment with clear expectations for everyone involved in the education process. We communicate effectively to establish a challenging, rewarding and dynamic learning community that promotes student achievement. Students become self-disciplined, eager learners and future leaders. All students want to come to school and succeed every day because of our unified efforts as educators.

### School / Academic Goals

- ü The Reading goal is an 8% increase of students reading at or above grade level as determined by the AIMS/Terra Nova test results.
- ü The Writing goal is a 10% increase for Thompson Ranch students on Meet or Exceeds the standards on the AIMS Test scores and a 4% decrease on students falls far below.
- ü The Math goal is an 8% increase of students achieving grade level as determined by the AIMS/Terra Nova test results.

### Enrollment

October 1, 2005 School Year Student Enrollment : 930  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2005-06 : 22

## Instructional Programs

ü Success For All

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 15 minutes
First Day of School :	8/8/2005
Last Day of School :	5/25/2006

## Shared Responsibilities

## School

The school provides a safe, orderly environment for children to learn. Teachers provide a safe classroom environment where students feel comfortable taking risks in their learning. Teachers are required to prepare lessons and turn them in to administration. On going training on aligning curriculum to the state standards is taking place during the professional development days.

## Parents

Parents are responsible to ensure their child arrives to school each day, on time and prepared to learn. This includes good attendance and following proper uniform procedures. Parents are required to sign parent signatures indicating that their child read each night.

## Transportation Policy

It is expected that students follow all bus rules and safety compliances.

## School Honors

## Awards or Special Recognition Received By the School, Staff or Students

Award/Honor

Year

## 3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	109	1667	80010	99	98	99	414	442	447	22	11	10	37	20	18	39	57	53	2	12	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	55	841	38935	96	98	99	416	442	447	25	10	9	27	20	19	44	58	55	4	12	17
Male	53	817	40974	100	97	98	411	442	448	19	12	11	47	20	18	34	56	52	NA	12	19
African American	NC	154	4201	NC	95	99	NC	432	430	NC	13	17	NC	28	23	NC	53	51	NC	6	9
Hispanic	72	638	34545	100	97	99	411	429	432	22	15	14	42	25	24	35	55	53	1	5	9
Asian/Pacific Islander	NC	52	2068	NC	100	99	NC	470	474	NC	NA	4	NC	10	10	NC	67	50	NC	23	36
American Indian/Alaskan Native	NC	20	3979	NC	95	96	NC	441	424	NC	15	17	NC	5	30	NC	70	47	NC	10	6
White	26	796	35142	96	99	99	416	452	465	23	7	5	27	15	11	46	59	56	4	18	28
Students with Disabilities	18	182	10161	100	88	93	401	409	419	28	37	28	50	29	28	22	30	36	NA	4	8
Students without Disabilities	91	1485	69849	99	100	100	416	446	451	21	7	7	34	19	17	43	61	56	2	13	19
Limited English Proficient Students	21	189	14013	100	95	97	392	412	413	48	24	24	43	36	34	10	38	39	NA	2	3
Migrant Students	NC	10	603	NC	100	96	NC	NA	417	NC	NA	22	NC	NA	32	NC	NA	42	NC	NA	4
Economically Disadvantaged	81	833	39029	98	97	98	411	432	432	25	15	14	38	24	25	35	55	52	2	7	9
Non-Economically Disadvantaged	28	834	40981	100	100	100	422	452	462	14	7	6	32	16	13	54	60	54	NA	17	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	102	1635	79438	93	96	98	426	451	451	15	9	9	38	24	24	43	58	56	4	9	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	827	38775	93	97	99	435	455	457	13	7	7	34	22	22	45	60	58	8	11	13
Male	48	799	40560	91	95	97	417	446	446	17	11	12	42	25	25	42	57	54	NA	7	9
African American	NC	151	4178	NC	93	98	NC	447	439	NC	8	13	NC	26	29	NC	62	52	NC	5	6
Hispanic	68	624	34297	94	95	98	417	433	434	19	14	14	43	33	31	37	50	50	1	4	5
Asian/Pacific Islander	NC	52	2063	NC	100	99	NC	484	475	NC	NA	3	NC	6	15	NC	71	63	NC	23	20
American Indian/Alaskan Native	NC	20	3940	NC	95	95	NC	452	429	NC	15	14	NC	10	36	NC	65	47	NC	10	3
White	24	781	34887	89	97	98	440	463	471	4	6	4	33	17	15	54	64	63	8	14	18
Students with Disabilities	12	151	9588	67	73	88	423	417	416	8	29	30	50	33	32	42	34	34	NA	4	5
Students without Disabilities	90	1484	69850	98	100	100	427	454	456	16	7	7	37	23	23	43	61	59	4	10	12
Limited English Proficient Students	20	184	13856	95	92	96	390	411	407	40	24	27	50	42	43	10	33	29	NA	1	1
Migrant Students	NC	10	600	NC	100	96	NC	NA	418	NC	NA	22	NC	NA	38	NC	NA	39	NC	NA	2
Economically Disadvantaged	74	813	38685	89	94	97	422	438	435	16	13	14	42	30	32	38	52	50	4	6	5
Non-Economically Disadvantaged	28	822	40753	100	98	99	438	463	467	11	5	5	29	17	16	57	65	62	4	13	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	109	1679	79971	99	99	99	404	424	423	10	7	8	60	39	41	29	52	49	1	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	55	847	38974	96	99	99	425	440	437	4	4	5	55	31	33	40	62	57	2	3	4
Male	53	823	40895	100	98	98	382	409	410	17	10	10	64	47	47	19	42	41	NA	1	2
African American	NC	157	4203	NC	97	99	NC	419	411	NC	8	11	NC	45	45	NC	46	43	NC	1	2
Hispanic	72	647	34481	100	99	99	402	414	410	13	9	10	53	45	46	33	45	43	1	1	1
Asian/Pacific Islander	NC	52	2067	NC	100	99	NC	451	449	NC	2	4	NC	23	28	NC	75	60	NC	NA	8
American Indian/Alaskan Native	NC	20	3995	NC	95	96	NC	440	409	NC	5	10	NC	25	47	NC	70	42	NC	NA	1
White	26	796	35150	96	99	99	404	432	437	4	6	5	81	35	35	15	57	56	NA	3	5
Students with Disabilities	18	200	10258	100	97	94	362	367	377	28	25	23	67	55	51	6	19	25	NA	1	1
Students without Disabilities	91	1479	69713	99	99	100	412	432	429	7	5	5	58	37	39	34	57	52	1	2	3
Limited English Proficient Students	21	194	13985	100	97	97	375	392	382	14	13	18	76	57	54	10	30	27	NA	NA	0
Migrant Students	NC	10	608	NC	100	97	NC	NA	389	NC	NA	16	NC	NA	50	NC	NA	33	NC	NA	0
Economically Disadvantaged	81	839	38994	98	97	98	407	417	409	11	9	10	54	44	47	33	46	41	1	1	1
Non-Economically Disadvantaged	28	840	40977	100	100	100	396	432	437	7	6	5	75	34	34	18	58	56	NA	2	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	104	1491	80147	99	98	99	451	472	482	18	14	11	34	19	17	41	51	49	7	17	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	55	724	39281	98	98	99	454	473	483	18	12	9	29	19	17	45	53	50	7	16	24
Male	49	760	40780	100	98	98	448	472	482	18	15	12	39	19	17	37	48	48	6	18	24
African American	NC	126	4249	NC	98	99	NC	464	464	NC	13	17	NC	23	22	NC	56	48	NC	8	13
Hispanic	66	616	33494	100	96	99	444	461	466	23	18	15	35	24	23	38	47	49	5	11	14
Asian/Pacific Islander	NC	32	2103	NC	100	99	NC	482	515	NC	16	4	NC	16	8	NC	38	44	NC	31	45
American Indian/Alaskan Native	--	18	4117	--	95	96	--	456	456	--	33	19	--	17	27	--	28	46	--	22	8
White	26	692	36122	93	99	99	459	484	501	12	10	5	35	14	10	46	54	50	8	23	35
Students with Disabilities	14	148	10295	93	84	92	425	436	443	43	40	33	36	22	26	21	35	33	NA	3	8
Students without Disabilities	90	1343	69852	100	100	100	455	476	488	14	11	7	33	18	16	44	52	51	8	18	26
Limited English Proficient Students	17	174	12722	100	93	97	424	437	441	41	33	27	41	34	33	18	29	37	NA	5	3
Migrant Students	NC	12	622	NC	100	97	NC	436	454	NC	50	19	NC	17	30	NC	25	43	NC	8	8
Economically Disadvantaged	86	762	38371	99	95	97	450	461	465	20	19	15	34	24	23	40	45	49	7	12	13
Non-Economically Disadvantaged	18	729	41776	100	100	100	454	483	498	11	9	6	33	13	11	50	56	49	6	22	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	100	1476	79686	95	97	98	449	464	470	16	12	11	34	27	24	48	56	57	2	5	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	721	39163	96	98	99	451	469	475	11	9	9	41	25	22	46	60	60	2	6	10
Male	46	748	40438	94	96	97	448	460	465	22	14	13	26	28	25	50	53	54	2	5	7
African American	NC	124	4228	NC	97	98	NC	462	458	NC	8	15	NC	29	28	NC	60	53	NC	2	4
Hispanic	65	612	33299	98	95	98	440	451	452	23	18	17	37	32	32	40	48	47	NA	2	3
Asian/Pacific Islander	NC	32	2097	NC	100	99	NC	460	490	NC	13	5	NC	25	13	NC	59	68	NC	3	14
American Indian/Alaskan Native	--	18	4087	--	95	96	--	455	446	--	22	16	--	22	38	--	56	44	--	NA	2
White	23	683	35914	82	98	98	467	477	489	4	7	5	26	22	15	61	63	67	9	8	14
Students with Disabilities	10	133	9808	67	76	87	NA	431	432	NA	36	35	NA	31	32	NA	31	30	NA	2	3
Students without Disabilities	90	1343	69878	100	100	100	450	467	475	14	10	8	33	26	23	51	59	61	1	5	9
Limited English Proficient Students	17	173	12594	100	92	96	418	423	422	35	35	34	53	45	45	12	20	21	NA	NA	0
Migrant Students	NC	12	611	NC	100	95	NC	426	439	NC	42	22	NC	25	39	NC	33	37	NC	NA	2
Economically Disadvantaged	84	759	38095	97	95	97	446	453	452	18	17	17	36	33	32	44	46	48	2	4	3
Non-Economically Disadvantaged	16	717	41591	89	100	99	465	477	486	6	7	6	25	20	16	69	67	65	NA	6	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	105	1514	80372	100	100	99	467	469	475	3	4	4	36	34	30	61	62	64	NA	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	735	39452	100	100	99	478	481	488	4	2	3	29	27	22	68	70	72	NA	1	3
Male	49	772	40836	100	99	98	455	459	464	2	5	6	45	40	37	53	55	56	NA	0	1
African American	NC	129	4264	NC	100	99	NC	464	465	NC	3	5	NC	38	35	NC	57	59	NC	2	1
Hispanic	66	635	33608	100	99	99	463	462	462	5	6	6	36	36	36	59	58	57	NA	0	1
Asian/Pacific Islander	NC	32	2098	NC	100	99	NC	464	500	NC	6	2	NC	31	16	NC	59	75	NC	3	7
American Indian/Alaskan Native	--	19	4128	--	100	97	--	470	464	--	NA	4	--	42	39	--	47	56	--	11	1
White	27	692	36213	96	99	99	468	478	489	NA	2	2	44	30	22	56	67	72	NA	0	3
Students with Disabilities	15	173	10526	100	98	94	429	414	427	NA	14	15	93	66	53	7	18	31	NA	1	1
Students without Disabilities	90	1341	69846	100	100	100	474	476	482	3	2	3	27	29	26	70	68	69	NA	1	2
Limited English Proficient Students	17	182	12747	100	97	97	456	437	432	6	9	12	53	54	52	41	36	36	NA	NA	0
Migrant Students	NC	12	621	NC	100	97	NC	459	452	NC	NA	9	NC	58	40	NC	42	51	NC	NA	0
Economically Disadvantaged	86	786	38521	99	98	98	464	460	461	3	5	6	38	39	38	58	55	55	NA	1	1
Non-Economically Disadvantaged	19	728	41851	100	100	100	482	480	489	NA	2	3	26	27	22	74	70	72	NA	1	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	87	1478	79306	95	96	99	466	492	504	28	15	13	38	23	20	30	51	49	5	11	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	700	38845	98	96	99	463	494	505	24	13	11	43	24	20	31	51	50	2	11	18
Male	45	777	40383	92	97	98	468	491	504	31	17	14	33	22	19	29	50	47	7	11	19
African American	NC	139	4171	NC	97	98	NC	483	485	NC	13	20	NC	35	26	NC	47	44	NC	4	10
Hispanic	54	557	32673	92	95	99	468	480	487	28	22	18	33	27	25	33	44	46	6	7	10
Asian/Pacific Islander	--	41	2147	--	100	99	--	518	539	--	10	5	--	17	10	--	41	46	--	32	40
American Indian/Alaskan Native	NC	18	4034	NC	100	97	NC	508	479	NC	11	22	NC	22	29	NC	44	43	NC	22	7
White	25	722	36234	100	97	99	465	502	523	28	10	6	40	19	13	28	57	52	4	14	28
Students with Disabilities	13	151	10286	72	75	91	439	455	462	54	46	41	38	23	27	8	30	27	NA	1	5
Students without Disabilities	74	1327	69020	100	99	100	470	496	510	23	11	9	38	23	18	34	53	52	5	12	21
Limited English Proficient Students	NC	130	10291	NC	89	96	NC	455	458	NC	42	38	NC	34	34	NC	22	26	NC	3	2
Migrant Students	NC	11	630	NC	92	95	NC	470	478	NC	36	24	NC	18	27	NC	45	43	NC	NA	6
Economically Disadvantaged	68	749	37437	94	94	97	464	482	486	29	22	19	40	26	26	25	44	46	6	8	9
Non-Economically Disadvantaged	19	729	41869	95	98	100	470	504	521	21	7	7	32	20	14	47	58	51	NA	15	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	78	1474	79000	85	96	98	464	483	489	17	10	10	36	27	24	47	58	58	NA	5	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	705	38774	95	96	99	465	489	494	10	7	7	44	27	22	46	60	61	NA	6	10
Male	37	768	40150	76	95	98	463	478	485	24	13	12	27	28	25	49	55	55	NA	4	8
African American	NC	140	4153	NC	97	98	NC	475	476	NC	9	13	NC	36	30	NC	51	53	NC	4	4
Hispanic	49	547	32508	83	93	98	466	470	472	18	15	15	33	34	33	49	49	49	NA	2	3
Asian/Pacific Islander	--	41	2142	--	100	99	--	501	510	--	5	4	--	12	14	--	71	67	--	12	16
American Indian/Alaskan Native	NC	19	4016	NC	100	96	NC	502	467	NC	5	14	NC	21	37	NC	63	46	NC	11	2
White	22	726	36135	88	97	98	467	493	508	9	6	4	36	21	14	55	65	67	NA	7	15
Students with Disabilities	NC	149	9991	NC	74	88	NC	445	449	NC	35	33	NC	33	36	NC	32	29	NC	1	2
Students without Disabilities	74	1325	69009	100	99	100	466	487	495	16	7	6	35	27	22	49	61	62	NA	6	10
Limited English Proficient Students	NC	129	10199	NC	88	95	NC	440	439	NC	35	35	NC	45	47	NC	20	18	NC	NA	0
Migrant Students	NC	11	629	NC	92	95	NC	445	457	NC	36	22	NC	36	41	NC	27	37	NC	NA	1
Economically Disadvantaged	61	743	37234	85	93	97	462	471	472	18	15	15	38	34	33	44	49	50	NA	3	3
Non-Economically Disadvantaged	17	731	41766	85	99	99	472	495	505	12	5	5	29	21	16	59	66	65	NA	8	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	91	1526	79611	99	99	99	464	493	496	19	7	7	47	39	37	34	53	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	722	39016	100	99	99	486	506	511	9	5	4	43	31	29	48	63	66	NA	1	1
Male	47	803	40519	96	100	98	444	481	482	28	9	10	51	45	44	21	45	46	NA	0	0
African American	NC	141	4188	NC	98	98	NC	489	486	NC	8	9	NC	44	40	NC	48	50	NC	NA	0
Hispanic	57	584	32855	97	99	99	464	480	481	19	11	10	46	43	43	35	46	47	NA	0	0
Asian/Pacific Islander	--	41	2149	--	100	100	--	506	519	--	2	4	--	32	24	--	66	70	--	NA	2
American Indian/Alaskan Native	NC	19	3992	NC	100	96	NC	503	478	NC	11	10	NC	21	46	NC	68	44	NC	NA	0
White	26	740	36380	100	99	99	460	503	511	19	5	4	58	35	30	23	60	65	NA	1	1
Students with Disabilities	18	200	10664	100	100	94	391	427	440	61	33	23	39	48	54	NA	19	22	NA	1	1
Students without Disabilities	73	1326	68947	99	99	100	482	503	504	8	3	4	49	38	34	42	59	61	NA	0	1
Limited English Proficient Students	NC	144	10362	NC	99	97	NC	441	438	NC	24	22	NC	56	57	NC	21	21	NC	NA	NA
Migrant Students	NC	12	636	NC	100	96	NC	476	467	NC	8	14	NC	58	47	NC	33	38	NC	NA	0
Economically Disadvantaged	71	783	37626	99	98	98	463	481	479	18	10	10	46	44	45	35	46	45	NA	0	0
Non-Economically Disadvantaged	20	743	41985	100	100	100	468	506	511	20	4	4	50	34	30	30	62	65	NA	0	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

## 6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	100	1537	79327	95	98	98	502	507	518	24	22	19	20	23	20	48	46	46	8	10	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	740	38961	98	98	98	507	511	520	17	18	16	15	25	20	64	46	48	4	11	16
Male	52	787	40295	91	97	97	499	503	516	29	25	21	25	21	19	35	45	44	12	9	16
African American	10	161	4247	100	96	98	NA	493	499	NA	25	27	NA	32	24	NA	37	41	NA	7	8
Hispanic	64	605	32327	96	97	98	496	496	499	28	28	27	20	24	25	45	42	41	6	6	8
Asian/Pacific Islander	NC	45	1939	NC	100	99	NC	531	556	NC	11	6	NC	11	10	NC	58	47	NC	20	36
American Indian/Alaskan Native	--	19	4391	--	95	96	--	481	489	--	42	32	--	26	27	--	32	36	--	NA	4
White	21	699	36373	88	98	98	512	519	538	14	15	10	24	21	14	52	51	52	10	13	25
Students with Disabilities	NC	142	9321	NC	82	87	NC	453	467	NC	69	54	NC	14	22	NC	16	21	NC	1	3
Students without Disabilities	98	1395	70006	100	100	100	503	512	524	22	17	14	20	24	19	49	49	49	8	11	18
Limited English Proficient Students	16	126	9431	94	94	95	466	459	466	56	60	53	25	28	27	19	12	18	NA	NA	1
Migrant Students	NC	NC	635	NC	NC	94	NC	NC	488	NC	NC	31	NC	NC	29	NC	NC	36	NC	NC	4
Economically Disadvantaged	82	767	37097	95	96	97	504	495	498	21	29	27	22	24	25	49	41	41	9	6	7
Non-Economically Disadvantaged	18	770	42230	95	100	99	494	518	535	39	14	11	11	21	15	44	51	50	6	14	24

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	99	1527	79501	94	97	98	481	491	497	10	10	10	40	30	25	48	58	60	1	2	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	739	39062	98	98	99	489	498	502	4	7	8	34	28	23	62	61	64	NA	3	5
Male	51	779	40368	89	96	98	476	484	491	14	13	13	47	31	27	37	54	57	2	1	3
African American	10	164	4279	100	98	99	NA	483	485	NA	14	14	NA	31	30	NA	55	54	NA	NA	2
Hispanic	63	591	32389	94	95	98	472	479	478	13	14	16	44	37	34	43	48	48	NA	1	1
Asian/Pacific Islander	NC	44	1936	NC	98	99	NC	504	519	NC	5	3	NC	18	14	NC	73	73	NC	5	9
American Indian/Alaskan Native	--	19	4401	--	95	96	--	459	473	--	21	17	--	47	40	--	32	43	--	NA	1
White	21	702	36446	88	98	99	503	503	516	NA	6	4	38	24	15	57	66	73	5	4	7
Students with Disabilities	NC	132	9411	NC	76	88	NC	448	453	NC	40	36	NC	39	36	NC	20	26	NC	NA	1
Students without Disabilities	98	1395	70090	100	100	100	482	494	502	9	8	7	41	29	24	49	61	65	1	3	5
Limited English Proficient Students	16	121	9401	94	90	94	443	440	443	38	40	40	50	50	46	13	10	14	NA	NA	0
Migrant Students	NC	NC	642	NC	NC	95	NC	NC	465	NC	NC	24	NC	NC	41	NC	NC	35	NC	NC	0
Economically Disadvantaged	81	758	37183	94	94	97	480	480	479	11	15	16	40	34	34	48	50	49	1	1	1
Non-Economically Disadvantaged	18	769	42318	95	100	99	485	501	513	6	6	5	44	25	17	50	65	70	NA	4	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	103	1559	80000	98	99	99	544	557	564	5	4	3	13	11	11	79	79	75	4	7	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	750	39288	100	99	99	567	574	579	2	3	2	4	5	6	90	81	77	4	11	16
Male	54	801	40644	95	98	98	528	541	549	6	4	4	20	16	15	70	77	74	4	3	7
African American	10	166	4307	100	99	99	NA	552	551	NA	4	4	NA	13	13	NA	76	75	NA	7	7
Hispanic	66	617	32672	99	99	99	542	544	548	3	5	4	17	13	14	77	78	76	3	4	6
Asian/Pacific Islander	NC	45	1945	NC	100	99	NC	571	592	NC	2	1	NC	9	4	NC	76	69	NC	13	25
American Indian/Alaskan Native	--	19	4424	--	95	97	--	547	549	--	5	3	--	16	14	--	79	77	--	NA	5
White	22	706	36602	92	99	99	538	569	579	9	2	2	9	8	7	82	80	75	NA	9	16
Students with Disabilities	NC	166	9919	NC	95	93	NC	480	505	NC	13	9	NC	43	35	NC	43	54	NC	NA	2
Students without Disabilities	97	1393	70081	99	100	100	551	565	571	3	3	2	11	7	7	81	83	79	4	8	12
Limited English Proficient Students	16	132	9571	94	99	96	525	501	502	NA	9	10	31	31	29	69	60	60	NA	NA	1
Migrant Students	NC	NC	654	NC	NC	97	NC	NC	534	NC	NC	7	NC	NC	16	NC	NC	74	NC	NC	3
Economically Disadvantaged	84	786	37534	98	98	98	545	545	547	4	5	4	13	15	15	80	76	76	4	5	5
Non-Economically Disadvantaged	19	773	42466	100	100	100	536	568	578	11	3	2	11	7	7	74	81	75	5	9	16

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District



## 7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	83	1370	78546	94	97	97	516	535	543	28	16	15	28	20	18	41	54	52	4	10	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	654	38645	94	97	98	523	538	545	26	14	13	21	19	18	47	56	54	6	10	15
Male	49	712	39792	94	96	97	511	533	542	29	18	17	33	21	17	37	52	50	2	10	15
African American	NC	156	4205	NC	97	97	NC	520	524	NC	21	22	NC	24	22	NC	53	49	NC	3	7
Hispanic	49	524	31177	92	96	97	502	520	524	39	25	22	33	24	23	27	47	48	2	4	7
Asian/Pacific Islander	NC	48	1940	NC	98	99	NC	560	580	NC	8	5	NC	8	9	NC	63	53	NC	21	33
American Indian/Alaskan Native	--	14	4689	--	78	95	--	538	515	--	14	28	--	NA	25	--	86	43	--	NA	4
White	26	624	36450	96	97	97	537	550	563	12	8	7	23	17	12	58	58	57	8	17	23
Students with Disabilities	NC	120	8093	NC	73	82	NC	484	489	NC	52	50	NC	28	24	NC	19	23	NC	2	2
Students without Disabilities	80	1250	70453	100	100	100	517	540	549	28	13	11	26	19	17	43	57	56	4	11	16
Limited English Proficient Students	NC	104	9323	NC	93	94	NC	482	491	NC	59	47	NC	25	28	NC	16	24	NC	NA	1
Migrant Students	NC	NC	674	NC	NC	95	NC	NC	515	NC	NC	28	NC	NC	27	NC	NC	40	NC	NC	5
Economically Disadvantaged	63	701	34694	94	95	96	511	523	524	35	23	23	25	24	23	35	47	48	5	6	7
Non-Economically Disadvantaged	20	669	43852	95	99	99	530	548	559	5	9	10	35	16	13	60	60	56	NA	14	22

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	81	1381	79045	92	97	98	496	507	512	11	9	10	32	27	25	56	61	58	1	4	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	657	38860	94	97	98	503	514	519	6	6	7	29	23	22	65	66	62	NA	5	8
Male	47	721	40075	90	97	97	491	500	505	15	12	12	34	30	28	49	56	54	2	2	6
African American	NC	158	4250	NC	98	98	NC	498	500	NC	8	12	NC	35	31	NC	56	54	NC	1	3
Hispanic	48	528	31314	91	97	98	485	493	493	13	13	16	40	35	34	48	50	48	NA	2	2
Asian/Pacific Islander	NC	48	1949	NC	98	99	NC	522	536	NC	6	4	NC	15	15	NC	77	66	NC	2	15
American Indian/Alaskan Native	--	15	4719	--	83	96	--	506	489	--	13	15	--	7	39	--	73	45	--	7	2
White	25	629	36730	93	98	98	514	520	532	12	5	4	12	20	16	72	70	68	4	6	12
Students with Disabilities	NC	132	8552	NC	80	87	NC	462	463	NC	36	35	NC	39	40	NC	24	23	NC	NA	1
Students without Disabilities	80	1249	70493	100	100	100	496	511	517	11	6	7	31	26	24	56	64	62	1	4	8
Limited English Proficient Students	NC	108	9355	NC	96	95	NC	456	456	NC	34	37	NC	53	48	NC	13	15	NC	NA	0
Migrant Students	NC	NC	682	NC	NC	96	NC	NC	480	NC	NC	23	NC	NC	37	NC	NC	39	NC	NC	1
Economically Disadvantaged	62	707	34922	93	96	96	494	495	493	13	13	15	34	32	34	52	52	48	2	2	3
Non-Economically Disadvantaged	19	674	44123	90	99	99	504	519	527	5	4	6	26	21	18	68	69	66	NA	5	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	89	1404	79657	100	99	99	548	565	566	3	3	3	10	7	8	85	89	87	1	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	670	39120	100	99	99	557	582	580	3	1	2	8	4	4	86	93	92	3	2	2
Male	52	732	40423	100	99	98	541	550	553	4	5	5	12	10	12	85	85	83	NA	0	1
African American	NC	161	4290	NC	100	99	NC	565	560	NC	2	4	NC	6	9	NC	91	86	NC	1	1
Hispanic	54	541	31642	100	99	99	536	553	552	6	5	5	15	9	11	80	85	84	NA	0	0
Asian/Pacific Islander	NC	48	1948	NC	98	99	NC	574	589	NC	4	1	NC	4	3	NC	90	91	NC	2	4
American Indian/Alaskan Native	--	17	4760	--	94	97	--	541	547	--	6	5	--	18	14	--	76	81	--	NA	0
White	27	635	36929	100	99	99	563	575	579	NA	2	2	4	5	5	93	91	91	4	2	2
Students with Disabilities	NC	156	9069	NC	95	92	NC	499	508	NC	15	11	NC	25	30	NC	60	58	NC	NA	1
Students without Disabilities	81	1248	70588	100	99	100	557	573	573	1	2	2	6	5	5	91	92	91	1	1	1
Limited English Proficient Students	NC	107	9521	NC	96	96	NC	505	507	NC	11	13	NC	25	24	NC	64	63	NC	NA	0
Migrant Students	NC	NC	694	NC	NC	98	NC	NC	546	NC	NC	5	NC	NC	12	NC	NC	82	NC	NC	1
Economically Disadvantaged	68	726	35341	100	98	97	545	554	551	4	5	5	12	8	12	84	86	83	NA	0	0
Non-Economically Disadvantaged	21	678	44316	100	100	100	555	577	578	NA	2	2	5	5	5	90	91	90	5	2	2

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

## 8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	63	1310	78400	94	96	97	515	546	554	44	22	21	27	21	19	27	50	47	2	7	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	23	656	38686	88	96	98	508	547	554	48	21	20	35	22	20	17	50	49	NA	7	12
Male	39	649	39636	95	96	96	521	545	554	41	24	23	23	21	18	33	49	46	3	6	13
African American	NC	140	4193	NC	92	97	NC	536	533	NC	24	32	NC	29	23	NC	44	40	NC	4	5
Hispanic	40	490	30732	93	96	97	510	532	534	48	30	31	30	23	24	23	44	40	NA	3	5
Asian/Pacific Islander	--	29	1827	--	100	99	--	590	594	--	NA	8	--	7	12	--	69	49	--	24	31
American Indian/Alaskan Native	--	15	4536	--	100	95	--	517	528	--	47	35	--	27	25	--	27	37	--	NA	4
White	15	631	37038	94	97	97	539	558	575	20	16	11	27	19	14	47	55	56	7	10	19
Students with Disabilities	NC	99	7840	NC	72	81	NC	496	498	NC	63	60	NC	21	18	NC	15	20	NC	1	2
Students without Disabilities	59	1211	70560	98	99	99	518	550	560	41	19	17	29	21	19	29	52	50	2	7	14
Limited English Proficient Students	NC	110	8956	NC	92	95	NC	494	502	NC	68	56	NC	17	25	NC	14	18	NC	1	1
Migrant Students	NC	13	676	NC	93	95	NC	504	523	NC	54	38	NC	23	25	NC	23	36	NC	NA	1
Economically Disadvantaged	47	637	33014	92	94	95	510	534	534	47	29	31	32	25	24	21	41	40	NA	4	5
Non-Economically Disadvantaged	16	673	45386	100	99	99	529	557	569	38	16	15	13	17	15	44	57	52	6	9	18

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	62	1327	79179	93	98	98	497	512	519	15	11	11	37	29	27	48	58	58	NA	2	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	23	664	38974	88	97	99	497	518	524	13	9	8	48	26	25	39	61	61	NA	3	5
Male	38	658	40124	93	97	97	500	507	513	13	12	13	32	31	28	55	55	54	NA	2	4
African American	NC	144	4243	NC	94	98	NC	505	506	NC	14	14	NC	35	32	NC	48	51	NC	3	3
Hispanic	39	495	30987	91	97	98	491	498	498	13	15	17	46	36	36	41	48	45	NA	1	1
Asian/Pacific Islander	--	29	1832	--	100	99	--	543	543	--	NA	4	--	21	17	--	66	69	--	14	10
American Indian/Alaskan Native	--	15	4573	--	100	96	--	493	494	--	7	16	--	60	41	--	33	42	--	NA	1
White	15	639	37467	94	98	98	525	524	539	7	8	5	7	21	17	87	68	70	NA	3	8
Students with Disabilities	NC	113	8567	NC	82	88	NC	463	467	NC	43	39	NC	36	38	NC	19	22	NC	1	1
Students without Disabilities	59	1214	70612	98	100	99	498	517	524	14	8	7	37	28	25	49	62	62	NA	2	5
Limited English Proficient Students	NC	109	9013	NC	91	95	NC	459	461	NC	39	40	NC	51	48	NC	10	12	NC	NA	0
Migrant Students	NC	13	680	NC	93	96	NC	482	487	NC	15	20	NC	54	43	NC	31	36	NC	NA	1
Economically Disadvantaged	46	646	33345	90	95	96	491	501	499	15	15	17	46	36	36	39	47	46	NA	2	1
Non-Economically Disadvantaged	16	681	45834	100	100	99	515	523	533	13	7	7	13	22	19	75	68	67	NA	3	7

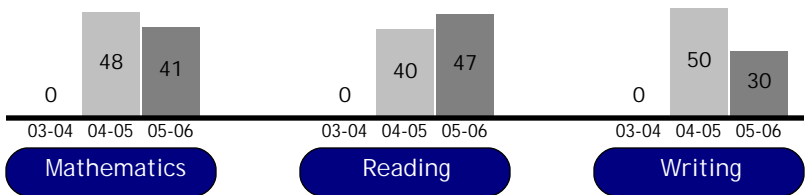
Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	66	1341	79734	99	99	99	520	555	554	8	3	3	35	18	19	58	80	78	NA	0	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	24	668	39243	92	98	99	525	568	568	13	2	2	17	12	12	71	87	85	NA	0	1
Male	41	669	40413	100	99	98	522	541	541	2	3	4	46	24	26	51	73	70	NA	NA	0
African American	NC	145	4285	NC	95	99	NC	553	548	NC	3	3	NC	18	22	NC	79	74	NC	NA	0
Hispanic	42	504	31254	98	99	99	511	541	539	12	5	5	31	23	25	57	72	70	NA	NA	0
Asian/Pacific Islander	--	29	1837	--	100	99	--	581	579	--	NA	1	--	7	9	--	93	87	--	NA	2
American Indian/Alaskan Native	--	15	4613	--	100	97	--	541	535	--	NA	4	--	27	29	--	73	67	--	NA	0
White	16	644	37668	100	99	99	548	565	569	NA	1	1	31	13	13	69	85	85	NA	0	1
Students with Disabilities	NC	131	8943	NC	95	92	NC	488	495	NC	11	11	NC	52	51	NC	37	38	NC	NA	1
Students without Disabilities	59	1210	70791	98	99	100	529	561	561	5	2	2	32	14	15	63	84	83	NA	0	0
Limited English Proficient Students	10	116	9138	100	97	97	NA	496	492	NA	12	13	NA	44	46	NA	44	40	NA	NA	NA
Migrant Students	NC	14	687	NC	100	97	NC	499	528	NC	14	6	NC	29	28	NC	57	65	NC	NA	NA
Economically Disadvantaged	49	659	33718	96	97	97	520	542	538	6	4	5	35	23	26	59	72	69	NA	0	0
Non-Economically Disadvantaged	17	682	46016	100	100	100	519	567	567	12	1	2	35	12	14	53	87	84	NA	0	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

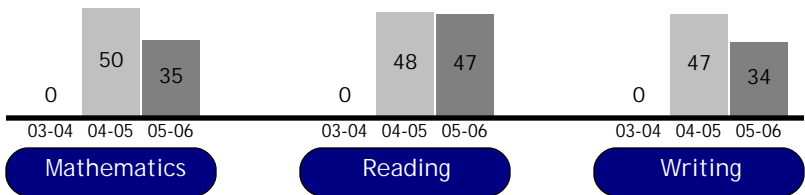


Recent Trends in Student Proficiency on the State Standards (AIMS Test)

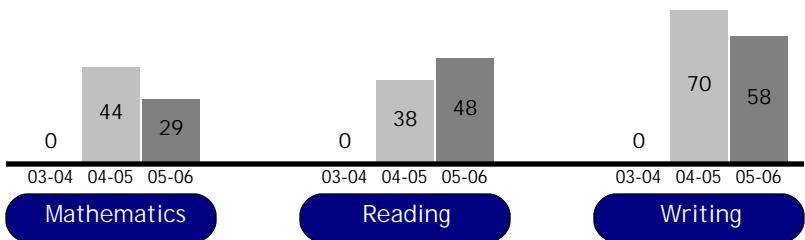
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	--	--	NA	58	100	39	--	47	97	37	46	46
	Language	--	--	35	50	100	36	--	47	97	30	46	48
	Mathematics	--	--	44	64	100	34	--	50	97	34	48	52
3	Reading	--	--	NA	55	98	28	--	44	94	25	43	46
	Language	--	--	50	61	98	29	--	44	100	27	43	46
	Mathematics	--	--	47	61	98	35	--	51	100	24	48	52
4	Reading	--	--	NA	56	99	34	--	48	95	37	48	52
	Language	--	--	41	52	99	36	--	49	100	32	48	52
	Mathematics	--	--	47	61	98	34	--	53	99	32	48	58
5	Reading	--	--	NA	55	100	36	--	50	85	37	50	56
	Language	--	--	39	49	100	37	--	50	100	32	48	54
	Mathematics	--	--	49	63	100	33	--	49	95	25	43	52
6	Reading	--	--	NA	56	99	39	--	51	94	44	50	56
	Language	--	--	36	48	99	37	--	47	99	35	43	50
	Mathematics	--	--	52	66	99	46	--	52	95	41	48	58
7	Reading	--	--	NA	54	100	36	--	50	93	39	50	54
	Language	--	--	44	58	100	37	--	52	100	43	54	58
	Mathematics	--	--	46	62	100	31	--	50	95	34	46	54
8	Reading	--	--	NA	55	100	35	--	51	96	39	52	58
	Language	--	--	40	52	100	40	--	50	100	39	52	56
	Mathematics	--	--	48	61	99	43	--	53	97	30	50	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

# Thompson Ranch Elementary

## School Site Council

### Council Composition

School Administrator(s)	Ü
Non-certified Employee(s)	Ü
Teacher(s)	Ü
Parent(s)	Ü
Community Member(s)	Ü
Student(s)	Ü

### Council Duties

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	37.50
Other Professional Staff	6.50	Teacher Aide	5.00

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	15	2	0	0
4 to 6 years	11	4	0	0
7 to 9 years	1	2	0	1
10 or more years	2	12	0	0

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	38
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	5%

## Resources Available at School Site

### Special Facilities

Ü One computer lab	Ü Gymnasium
Ü Cafetorium	Ü Library

### Extracurricular Activities

Ü After School Tutoring	Ü Yearbook
Ü Builder's Club	Ü Breakfast Club
Ü Student Council	
Ü Athletics	

### Social Services

Ü School Link
Ü Social Worker assisting families

## Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Promotion Rate <sup>5</sup>	91	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

## School Safety

## School-level Efforts to Ensure a Safe and Healthy Learning Environment

Thompson Ranch has zero tolerance for any violent act, bullying, intimidating action against any student on our campus. We embrace diversity and strive to produce self-disciplined students. Teacher visibility in the hallways is mandatory in and outside the school building. Principal and Assistant principal are also visible throughout the day in the school, classrooms, cafeteria, school ground, bus bays and parent pick-up and drop-off areas.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

1

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council	Pending	
Transportation Policy	Jane Ferbuzzi	(623) 876-7030
Community Resources	Jenny Mays	(623) 523-8400
School Nutrition Programs	Mary Robinson	(623) 523-8408
Parent Organization	Clyde Oliver	(623) 523-8400
Student Health/Nurse	Jama Fridley	(623) 523-8404

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."



Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.